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ABSTRACT

A citizens task force of 25 persons representing the geographic areas and population of Shasta College (Redding, California) district was organized to propose goals for Shasta College in providing services for the older adult population in the district, and to make recommendations concerning a comprehensive continuing program to achieve these goals. The structure for the study of the subject was divided into four major areas: (1) pre-retirement training and counseling; (2) talent bank; (3) continuing education; (4) health and nutrition. In March 1975, a workshop was held in which over 50 persons representing business, labor, government, churches, and "senior" organizations participated. This report contains a summary of the discussions and opinions of the workshop participants. Although specific step-by-step suggestions for program implementation are not made, general recommendations include: the assignment of a college coordinator to institute programs and services relating to the aging; the establishment of an advisory committee for senior programs and services; budget guidelines; staff development; the general principles of flexibility, coordination and support; and the involvement of regular college student in seniors classes and programs. (Author/NHM)

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REPORT TO THE BOARD OF TRUSTEES

SHASTA COLLEGE

BY THE

CITIZENS TASK FORCE STUDY ON THE AGING

Prepared for Task Force By Co-Consultants

Gilbert A. Collyer George Greenleaf

Shasta College
Shasta-Tehama-Trinity Joint Community College District
Redding, California 96001

May 14, 1975

JC 760 066

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Foreword

On September 25, 1974, the Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District authorized Co-consultants Gilbert A. Collyer and George Greenleaf to organize a Citizens Task Force on Aging to carry out a study of what Shasta College goals should be in providing services for the aging population within the college district and to make recommendations to the Board concerning a comprehensive continuing program to achieve those goals. A final report was to be made within a year. Dr. Collyer and Mr. Greenleaf had appeared before the Board at the request of District Superintendent-President Dale A. Miller to point out the importance of this subject. (See Appendix A, page 26)

The Co-consultants sought recommendations from many groups and individuals in the district as to persons who should serve on the Task Force. Close to one hundred names were submitted from which twenty-five persons were selected by the Board to represent the geographic areas and population of the college district. It included persons who had retired from their full-time jobs and some still actively engaged in occupational pursuits.

On November 26, 1974, this group held its first meeting. District Superintendent-President Dale Miller pointed out the concern of the Board and the college administration that a more comprehensive program of services for the aging population was needed in the college district. A tentative structure for the study of the subject was outlined by the co-consultants as falling into four major areas, i.e.:

1. Pre-retirement Training and Counseling
2. Talent Bank
3. Continuing Education
4. Health and Nutrition

This meeting was followed with two general study sessions of the Task Force Committee along with subgroup sessions on the four major areas in January and February. In March a Seminar-Workshop was held to explore all areas in greater depth and over fifty persons representing business firms, labor unions, government agencies, churches and "senior" organizations were invited to participate. The report contains a summary of the discussions and opinions of the participants. (See pages 4-13)

A final meeting of the Task Force reviewed formally and approved the report that had been assembled by the consultants. This report reflects the viewpoints and actions of the entire period of study.

The Task Force Committee and Consultants hope that the general recommendations given in this report will provide a basis for an action program in the college district and that suggestions may be helpful as the program is implemented.

All those who worked on the study found great interest in the subject by persons of all ages. Cooperation was given by all organizations that were contacted. The media of the district have already given considerable publicity to the study and have indicated a continuing interest.

GENERAL PROPOSAL FOR DELIVERY OF INCREASED SERVICES TO THE AGING BY SHASTA COLLEGE

Shasta College is already rendering significant services to the aging population within the college district both in direct and indirect ways. The Task Force feels, however, that there are additional opportunities for the college to implement educational and community service programs that will be very beneficial to this segment of the population in a district where almost 15 percent of that population is sixty years of age or over.

The Task Force does not wish to make specific step-by-step suggestions for program implementation. It feels that the Board and administration must plan the appropriate staff structure for various activities and match operations to financial and manpower resources. It does feel, however, that it should enunciate certain guiding principles that seem important if progress is to be made.

Much of the support for these activities can come through regular adult education or community service funding. The college should explore possibilities of state and federal grants to develop certain unique aspects of the program.

The general body of this report shows that the time is ripe for various activities to be started. It is felt that the interest shown by the Task Force members and the participants in the Seminar-Workshop sponsored by the Task Force indicates that plans for some implementation should start soon, certainly by September, 1975. These guiding principles seem important:

1. A college coordinator should be assigned the function of instituting programs and services relating to the aging. The time assigned to these duties should be separate and distinct, permitting a significant opportunity for carrying out its function.

2. It is suggested that an advisory committee for "senior programs and services" be established along the regular college guidelines for advisory committees to work directly with the college coordinator. There are great reservoirs of assistance in the community either among persons working with agencies that deal with "seniors" or among "seniors" themselves that could help personnel working with "senior" services and programs at the college. While the present Task Force is an ad hoc group and should be terminated with the acceptance of its final report, there are in its midst, and also among the participant list at the excellent Seminar-Workshop held by the Task Force, a good many fine candidates for such a committee. While it is up to the administration and the Board of Trustees to determine the size of such a committee, it is hoped that each of the four major areas studied by the Task Force would be represented at the outset.

3. While the budget needs of various programs and services have not been calculated, it is felt that there will be start-up and continuing costs and this should be reflected in the budget. Most personnel, supply and equipment cost can be paid for in regular ways once the programs have enrolled sufficient students but some start-up funds should be provided.

4. There is a great deal happening on the state and national scene, and it would be wise for personnel working in these areas to be exposed to some conferences with workers from other colleges. Also, there will be a necessity during start-up for the responsible administrator to visit senior groups and agencies as well as business firms and employers throughout the district. Travel expenses should be provided.

5. The general principle of flexibility should underlie the operation of the various services and programs for the aging. While the procedure should not be demeaning to the aging, it should fit the needs of the group, thus registration methods, class scheduling, etc. may need to be organized on a different basis. For this reason there may be advantages in studying the organization of a separate unit mentioned in Section III. B. in the Continuing Education report. This separate unit, though affiliated with the regular administrative structure, might permit the flexibility needed in certain operations.

6. The general principle of coordination and support of activities relating to "seniors" should underlie the college operation. While the college will certainly not have control over or authority to coordinate many of the agency programs and services, it can perform a valuable role (one that is definitely needed by bringing together representatives of these groups from four to six times a year to keep everyone informed of the activities of the various groups). This would include governmental groups, private groups and volunteer organizations. The spinoff from this group relationship will be helpful to the college in planning and performing its own direct programs. This committee would be a different group from the advisory committee.

7. The general principle of involvement of regular college students in their classes or in service programs kept recurring. It would be well to bring this to attention of personnel who may work with this program.

8. The instructional scope of continuing education both on campus and in outreach centers should be expanded sufficiently to meet increasing needs for "senior" classes.

9. The general principle of diversity of program and services should pervade the planning in each area of need. The college should be sure to develop programs and services for those groups that may not ordinarily be attracted by college programs, such as persons of low income, minority groups, unskilled, or nonacademic interests groups. In other words, a truly comprehensive program must be available to all "seniors."

SUMMARY OF OBJECTIVE SECTION OF SEMINAR-WORKSHOP QUESTIONNAIRE

Appendix #D lists 35 questions and replies relating to the four major subjects reviewed at the March 7 Seminar-Workshop. The survey respondents include the Workshop invitees, members of the Task Force and all resource persons, or approximately 80 people. The responses ranged:

Strongly Agree
Agree
Disagree
Strongly Disagree
Uncertain or Unknowledgeable

It is recommended that readers of this report review the specific replies and their weightings, but a quick overview points up several interesting and significant facts and trends:

1. Relatively few responses to the 35 questions indicated uncertainty or lack of knowledge. This bears out statistically the general impression that all respondents were strongly motivated with concern and interest in the subject.

2. While a great majority of respondents favored pre-retirement training, they agreed that pre-retirement training should not commence as early as age 30.

3. It was generally evenly split between "Agree" and "Disagree" that educational opportunities for seniors should be mainly the same courses offered for everyone and that seniors are better off enrolled in classes with people of younger ages. And yet a third question strongly endorsed the concept of "special classes" for "special needs" for seniors. This ambivalence in reply suggests that seniors want two things at the same time, i.e. a continuing educational relationship with all other age groupings and also classes geared to special senior interests. Thus, the continuing education concept of this report should be addressed to these two opposing interests.

4. Despite the general balance of opinion in the preceding questions, there was a clear majority "disagreeing" or "strongly disagreeing" with the opinion that "seniors" prefer to belong to groups composed largely of "seniors." This clearly indicates that the Workshop believed seniors still belong in the mainstream of society. This is significant also from the fact that the workshop personnel itself ranged the spectrum from youth to old age on a fairly even division.

5. A clear preponderance of respondents felt that "seniors" would formally register in large numbers for the Talent Bank. This reenforces the recommendation of this report.

that the Talent Bank is a viable project for Shasta College to implement.

6. A large majority "strongly agreed" or "agreed" that the people of Shasta, Tehama and Trinity counties look to Shasta College as the major resource agency to present solutions for adult education needs. This reenforces the responsibility of the college to continue taking a leadership role in its community.

7. The majority of the 35 questions referred to general activities the college could undertake on behalf of "seniors." Nearly all responses were in the "strongly agree" and "agree" categories. In other words, Shasta College has a public mandate to perform.

8. Question 22 stated "A special 'senior' advisory committee should be set up to help the college provide educational services for the aging." There were 25 "strongly agree, 28 "agrees" and no negatives. This clearly supports one of the primary recommendations of this report to the Board of Trustees that an advisory committee be established if and when this report is approved and implemented. It is recommended that the initial advisory committee be drawn from the present Task Force and/or Workshop participants --all of whom present evidence of strong enthusiasm and concern for the subject. Specific personnel for this committee to give a balance in subject matter could be recommended by the co-chairmen of the Citizens Task Force Study if requested.

9. There was unanimous strong agreement that "aging persons can make contributions to community agencies and problem solutions." This lends credence and urgency to the "Talent Bank" concept of matching individual abilities with community needs.

SUMMARY OF OPEN END SECTION OF SEMINAR-WORKSHOP QUESTIONNAIRE

There were five open end questions in the questionnaire answered by the participants in the March 7 Seminar-Workshop. This section reviews responses to each of the five questions.

I. What is the single most unmet need as it relates to "seniors"?

This question raises the question of unmet needs for seniors throughout the college district as interpreted by Workshop participants. There were only four unmet needs receiving five or more votes so we will describe these somewhat, then list the others that were mentioned by one or two persons. We have not tried to suggest methods to meet the "unmet needs" but have described them.

A. Need for satisfying or useful activity - 23

This was described in a variety of ways but seemed to say that seniors need to have activity that is useful and meaningful in order to have high degree of satisfaction. While there were degrees of usefulness to society or to oneself, these people were saying that either by getting or staying in or close to the main stream was important to many seniors.

B. Need for continued belief in oneself, in ones self worth - 15

This need was related rather closely to the preceding one in that the respondents felt that many seniors need some proof of their continued worth and that it can come through being involved in a meaningful activity. Whatever the method, whether it is done individually or collectively, it was felt that many of the aging need reinforcement of purpose for their lives.

C. Need for transportation - 8

While this need appeared in answer to other parts of the questionnaire, it appeared as the single unmet need often enough to stress its importance. In our mobile society, the lack of transportation may be basic to other unmet needs.

D. Need for friendship and means to avert loneliness - 5

This was also a recurring theme in other parts of the questionnaire but here it was mentioned as the single most unmet need. Persons felt that the aging are (unless there is intervention of some kind) in a pattern that moves away from the normal friendship relationship of earlier years.

E. Need for sufficient income, financial planning and wise use of money - 5

These items are all related to financial means and it is strange that the number is not higher in light of the large number of low-income seniors. It should be remembered though that this question says single most unmet need so we see many respondents ranking other items above the financial. Other parts of the questionnaire will stress the money and income concern.

F. Other single most unmet needs

The following received three mentions.

1. Health care and nutrition
2. Housing

The following received two mentions.

1. Educational opportunities
2. Senior centers or buildings
3. Pre-retirement counseling
4. Satisfaction or gratification in a job
5. Need for information on existing services

The following were mentioned once.

1. Need for ability to communicate verbally
2. Need to be emotionally prepared for retirement
3. Need for ability to handle everyday affairs

II. Things that have happened in various communities of the college district during the past one or two years that have improved overall conditions for "seniors."

This question elicited information as to actual occurrences, events, developing movements that had in the opinion of the respondents improved some aspect or aspects of life for "seniors." A variety of items was mentioned and we will list all the items separating them into two groupings--the more specific events or activities and those that designate a trend or movement in community or institutional activity.

A. Specific activities

1. Establishment of nutrition and feeding centers (includes meals on wheels) - 21 mentions

The fact that this activity was mentioned so often and received special attention in one of

the Workshop sections indicates that it can be one of the most important activities in reaching into and making contact with "seniors'" lives. Putting the meal serving location in a senior center such as at Red Bluff where seniors gather for other activities and services (library, films, visiting, etc.) means that the nutrition program can have a great impact.

2. Senior centers and buildings - 15 mentions

This included specific mentions for the Golden Umbrella (7) and Redding Senior Citizens Building (5) and other senior centers (8). The others were probably in Tehama and Trinity Counties but not specifically identified. The high incidence of this item does indicate that many seniors tend to gather at locations set up for them and mix among themselves. The comments on the activities at these locations were very favorable.

3. College activities - 8 mentions

There was mention of several specific things done by the college as Discovery Series (2) Gold Cards for seniors (2), adult classes with senior emphasis (5).

4. Other specific activities

These were scattered and included housing assistance (1), volunteer programs (2), church activities (3), kidney dialysis unit obtained (1), teleride (1), paid jobs for seniors through CETA (1), tours for seniors (1).

B. General community trends in district

These were scattered but do indicate thinking of respondents.

1. Increased involvement of "seniors" in community affairs 6
2. Work for and progress toward public transportation 4
3. Increased awareness by public "senior" problems 3
4. Organization of "senior" groups or agencies to deal with "senior" matters 3
5. Involvement of Shasta College in district-wide study 2

The response to question II. would seem to indicate increasing development of programs and services for the aging within the college district and that many organized groups are participating in these activities. The role of the college may need to be coordinating, supportive and supplemental in many cases rather than to be a direct purveyor.

III. The third question inquired as to membership in "senior" organizations.

Representatives of quite a few groups had been invited so it is not surprising that 21 persons indicated such membership while 39 indicated no membership. Several omitted an answer. While the response indicated less membership than might have been expected, there were many active (vocationally) persons in the group and at least 12 indicated they were too young to join but might later.

Other interesting comments were four "No's" that said they were too busy in their activities (including community affairs) to join, one who didn't believe in an age-segregated organization, one who thought AARP should expand chapters and one who would like a company or agency group to keep in touch with fellow employees.

IV. The fourth question gave respondents great latitude to give their opinions on the greatest concerns of the aging (whether something is being done or not). In summary, we have tried to pull these concerns together in three major groupings:

A. Concerns on direct lifeline affairs

These are the affairs that affect the everyday life of the senior--the ones that determine his physical and mental well being and which, if not met at some reasonable level, affect his continued existence.

1. Health-Medical care - 45 mentions

While it was expressed in many ways and included special phases such as stressing the plight of physically handicapped senior, it kept coming up on three-fourths of all respondents that medical care is a major concern.

2. Money - Income - 42 mentions

While there was no intimation of the old adage--money can cure anything, there was the constant theme by approximately three-fourths of all respondents that the concern of the aging over

reduced incomes in a constantly inflating economy colors many attitudes of the aging and determines many activities or non-activities.

3. Transportation - mobility - 20 mentions

Many seniors do not have any way to get where they need to go whether they have mobile-capability or not. This concern would seem to highlight need for action by communities, organized groups, individual volunteers, etc. to meet this need. Many other concerns and problems depend on it. The college bus (operated one Sunday a month for the Discovery Series) has grown in use by seniors and is greatly appreciated. An attendant concern here, of course, is the energy crunch which can handicap seniors in many of their activities which might not have high priority under a rationing system.

4. Housing - 14 mentions

This fundamental need with some mention of need for low-cost housing received mention sufficiently to highlight one other comment by a respondent, "keep the very poor elderly group in mind."

5. Nutrition - 12 mentions

This concern over better food input for the aging, appropriate to their life-style and tailored to their incomes gets emphasis here, indicating that while small beginnings are being made on this matter, there are large groups of individuals needing assistance.

6. Security - 9 mentions

The general subject of security was mentioned by seven respondents and would seem to cover all the items in this first group of concerns. There was one special reference to fear of becoming burden on others.

7. New careers - work - occupation - 6 mentions

The aging have the concern of being able to work some, either at the same skill previously used or at a new career. They wish to do it because of real economic need or for satisfaction. Generally the senior wishes it to be on a part-time basis.

This concern is being voiced more at national levels despite our unemployment problems and certainly points up the potential in the talent bank concept.

8. Recreational and leisure time activities - 5 mentions

While many people think that these things can just happen in an automatic way when seniors leave the world of work, these may constitute such a new lifestyle for many so that real concern ensues. There would seem need for specialized activities in this area.

B. Concerns on general life supportive activities

As expected, these suggestions are more specific and scattered but they may be quite significant. We are listing each concern with number mentioning.

1. Continuing education needs - 6
2. Need for being informed on loans, taxes, medical care, etc. - 3
3. Better preparation for retirement - 3
4. Understanding retirement responsibilities and benefits - 3
5. Help in gaining emotional stability and coping with change - 2
6. Need to understand health insurance - 1
7. Need to learn investment techniques - 1
8. Need for assistance on legal matters - 1
9. Need for information on where to retire - 1
10. Help to avoid exploitation (consumer assistance) - 1
11. Happiness - 1

C. Concerns on relations with others

These concerns relate to the feelings of the aging and how they affect their relationships. Once again we will note all items and frequency of the response.

1. Need to belong or to be involved in meaningful activity.- 25 mentions

This concern is a recurring one in conversations and discussions, and its mention by almost one-half of the respondents indicates that it is felt to be important by those dealing with seniors. It corresponds to the response on I.A. regarding the single most unmet need for "seniors."

2. Need for friends and means to overcome loneliness - 15

   This concern is similar to I.D. and highlights the apparent fact that it is in the realm of self-esteem and relations with others that the least progress is being made in the field of work with "seniors."

3. Need for feeling of worthwhileness on part of "senior" - 12

   This concern corresponds to single most unmet need in I.B. where continued belief in ones self ranked second. It would once again reinforce need for active programs and services.

4. Need to overcome indifference of society - 2

   This is related closely to the preceding items but is reported separately.

V. The fifth and last question asked, What is the single most significant subject discussed at the workshop?

This was an attempt to pinpoint intensity of feeling on ideas and, of course, many of the points already mentioned are the ones selected. However, there is some individuality so we are not organizing these answers very much but listing all of them.

Here they are:

1. Great potential in talent bank idea and possibility of helping individual seniors and community organizations and groups. - 12 mentions

2. Need for pre-retirement training and counseling. - 8

3. More continuing education opportunities for "seniors." - 8

4. Getting so many together at this workshop to discuss problems of "seniors" (the fact that it happened), along with increased interest in "senior" problems. - 8

5. Need for assistance in nutrition and health education. - 7

6. Idea that college could serve as coordinator for certain activities. - 6

7. Idea to involve "seniors" in more worthwhile activities - 5

8. Idea to make seniors feel they are needed. - 3

9. Idea of involving other age groups, including college students (regular age pattern) in senior problems. - 3

10. Idea that retirement should be a normal transition in life pattern. - 2

11. Need for better methods of communication with "seniors" to increase their information and understanding. - 2

12. Need for transportation to solve mobility problems of aging population. - 1

13. Idea not to overlook needs of very poor "seniors - 1

14. Idea to place a "senior" representative on Student Council - 1

15. Need for different length of classes (total sessions or number of weeks) for "seniors." - 1

SECTION I. Pre-retirement Training and Counseling

The Task Force has surveyed the field of Pre-retirement training and counseling needs in the college district and feels that there are major needs for such service by many individuals throughout the district. As the study has progressed through several meetings and our Seminar-Workshop, certain aspects seem to stand out.

1. The need for pre-retirement planning is widespread, including individuals who work in both the private and public sector, those with large firms and agencies and also those in small operations, many self-employed both in business and in the professions. While many persons work for corporations or government systems where pension and retirement plans exist, there is need for counseling on the aspects of these plans along with planning for many aspects of retirement falling outside the realm of financial and income security.

2. The study would hold in general that pre-retirement training and counseling is a shared function by several agencies that touch the individual or are available to him. These may include a business or industrial firm, labor union, a church, fraternal order or service club and the Task Force feels a general community organization such as Shasta College is particularly well suited to organize and coordinate much of this training and counseling. The general aspects of retired living that seem to apply to everyone could be handled by the college in classes that might be presented in appropriate and advantageous locations. The specific aspects of particular retirement plans should be handled at the firm or agency by personnel acquainted with those plans.

3. The Task Force studied the retirement class entitled "Successful Retirement" now being offered by Shasta College and felt it is quite valuable both to those who are close to retirement and those who have recently retired. The Task Force felt that the entire 32-hour course was meaningful in content but that thought should be given to developing shorter courses that might include certain units either in depth or cover several units in less depth. More people might become interested in this way.

4. The Task Force felt that employers would encourage enrollment of prospective retirees in such courses.

5. It was felt that off-campus locations could vary as to the location of prospective retirees.

6. Companies or agencies might call on retired employees to assist in some of the counseling on the company plans themselves. This counseling might lead to interest in the broader aspects of retirement.

7. Companies should be encouraged to start their counseling of prospective retirees at earlier dates. While there is a difference of opinion on this, it should be at least five years prior to mandatory retirement and some phases probably five to ten years earlier than that.

8. It was felt that the company or agency could be of great help in advertising the college pre-retirement offerings to employees. Most employees do not feel much need until they are about ready to retire.

9. The workshop held by the Task Force brought out the great need of the small business operator where social security alone offers any planning ahead for retirement. There might be a need for a special class for the person who operates and/or who is employed in a small business.

10. As planning is done on more diversified course offerings, it might be well to consider some different courses for different age groups who are farther away or closer to retirement.

11. Some material in this area might be delivered via television or by cassettes placed in libraries.

12. One-evening or weekend seminars on specific retirement subjects might attract persons at younger ages and lead to further interest later.

13. There may be a need to train counseling technicians for larger firms or agencies. These may be retired workers who would be acquainted with specific pension or retirement plans and could then direct persons to other sources of information such as the college class, library or special program.

14. The workshop sponsored by the Task Force suggested that the ideas of part-time work or second careers after retirement be incorporated into the planning program so that the training is not just pointed at a termination of vocational activity.

15. Pre-retirement training should include discussion of volunteerism and opportunities for community service.

16. Individual counseling on retirement would be valuable if it can be funded. Possibly volunteerism can accomplish a great deal.

17. Spouse of retiree should be invited to participate in pre-retirement activities.

SECTION II. Talent Bank

The "Talent Bank" concept, simply stated, is a procedure whereby the data processing equipment at Shasta College could be used with an appropriate input document to record the professional and mechanical skills as well as the hobbies, interests and academic abilities of "seniors," which information is then available to be drawn on as needed and requested by peoples, governmental agencies and organizations in the Shasta-Tehama-Trinity Joint Community College District. It is a matter of getting the round peg in the round hole for the mutual benefit of society and the individual.

The deliberations of the Sub-Committee and Workshop-Seminar, as well as indications from the questionnaire, clearly show that there will be use for this service. It was the consensus of the Sub-Committee that a need exists among retired people to continue to use skills and abilities developed during their active years and also the consensus that community agencies, schools and other groups could utilize those skills and abilities.

The consensus of the Task Force Sub-Committee and Workshop-Seminar participants was:

A. Does a need for a "Talent Bank" exist?

1. A need does exist for a "Talent Bank"--especially in the field of human relations.
2. School teachers would probably provide the most enthusiastic users of the bank to obtain speakers to implement their subject material. These speakers would be retired persons with expertise in occupations of particular interest to the students.
3. Other groups' interest in the problems of the aging, both personal and as a class, would use the bank for advisory assistance.
4. Public agencies, such as city/county governments, state and federal regional offices, have specific needs from time to time for advisors with talents singularly related to their field of endeavor or special avocational interests and such agencies would make use of the "Talent Bank."

B. Are these needs being met elsewhere?

It was clear consensus of all involved, based on current information known at the college, that this need is not presently being met through any other talent bank concept or procedure.

C. Is Shasta College the best vehicle to provide a "Talent Bank"?

1. Shasta College was considered to be the best institution to provide a site for the Talent Bank which would be far more effective in functioning with the coordinated assistance of user agencies and "seniors" groupings.

2. The joint relationship of Shasta College and KIXE Channel 9 Public Broadcasting with studio and administration on campus, would be a valuable vehicle for promoting public input into the "Talent Bank."
3. Discussion with local Social Security Administration officials insure full and enthusiastic cooperation to the college in initiating input by appropriate college brochures, input documents and mailings available to retiring persons. It would be part of the social security interview procedure.
4. In summation, the College would provide leadership in getting started and later coordination and service.

In general opinions regarding the "Talent Bank," the Force Sub-Committee and Workshop-Seminar participants noted the following items:

1. A grass roots approach to establishing a Talent Bank is preferable to government involvement.
2. A means of identifying talents, attitudes and aptitudes of persons in the Talent Bank should be a priority item.
3. Agencies working with people and providing direct services to them would be educated in the use of the bank for the benefit of their clients.
4. The Employment Development Department could probably be utilized for the registration of talents.
5. The College could provide training in the method of presenting talents to users.
6. The College would gain expanded use of its EDP equipment.
7. A method of constant updating of retrievable material and talents in the bank will be necessary as well as purging procedures.

The Task Force on Aging recommends that Shasta College implement the concept of a "Talent Bank," particularly as outlined in the Sub-Committee report, and developmental sequence which follows:

I. Identify need

A. It is the judgment of the committee investigating the Talent Bank that a need exists among retired people to continue to use skills and abilities developed during the active years.

B. It is also the judgment of the committee that community agencies, schools, groups, as well as individuals could utilize the skills and abilities of those people who are retired.

II. Seek information on programs which address the need

Retired Senior Volunteer Program, Comprehensive Employment Training Act, Golden Umbrella, Senior Information Services, and Senior Citizens groups.

III. Decide among the following alternatives:

A. Assist present programs and services to fulfill the identified needs

B. Develop a program of coordination

C. Develop a program which both coordinates and provides additional services

IV. Develop a plan of action which will include a management plan and potential service objectives

A. Identify the agency or agencies which will sponsor the project.

B. Identify the agency which will manage the functions (potential managers might include Employment Development Department; Manpower Agency; Shasta College; a senior's group)

C. Identify the user, agency, or groups (e.g. schools; senior groups; Chambers of Commerce; community oriented agencies such as R.S.V.P.) or individuals.

D. Identify potential services (e.g. school resource persons with training; Chamber of Commerce Advisory Committee; R.S.V.P.; Senior Information Service Advisory).

V. Develop a plan of action to include:

A. A cooperative agreement among community agencies

B. Specific procedures of in-putting and retrieving information

VI. Develop cost analysis and budget for the program

VII. Seek a funding source

VIII. Identify the management agency

IX. Hire personnel to manage, interview and communicate

X. Carry out the action plan

A. Implement the system for in-put and retrieval of information into the Talent Bank

B. Train the advisors in performing advisory services

C. Provide services to cooperating agencies

XI. Set up a procedure for continuous evaluation to update the Talent Bank

It is interesting to note that the Task Force Sub-Committee has dubbed this the "Know-How" project.

The Sub-Committee also recommended a Continuing Citizens Advisory Committee to review the "Talent Bank" progress. Inasmuch as the Task Force Committee in total recommends a Citizens Adivsory Committee to provide an overview of the entire project of "seniors" at Shasta College, as discussed in another section of this report, it would appear that the more inclusive advisory committee could adequately cover the "Talent Bank" activity. (See paragraph 2 of "General Proposal" section.)

SECTION III. Continuing Education

Shasta College has had "seniors" enrolled in both its day and evening programs for many years with persons of all ages enrolling in a variety of classes. The number of students enrolling in the college in the fall semester of 1974 in various age levels was;

45-54	1,074
55-64	428
65 and over	107

Additional statistics for the Spring Semester of 1975 are shown in Appendix E.

This indicates a sharp drop off at 65 and over especially with 11,156 persons of 65 or over living in the Three counties of the district. While this figure is about the national average, it seems to warrant examination of whether various proposals might increase this number. The committee has examined state and national activities along this line and drawn input from its own members from seminar-workshop participants and present college students in arriving at some suggestions. The work of Ken White in organizing a new class in Successful Retirement has brought new interest by seniors ranging in age from 50 to 87. It indicates that classes specializing in senior interests will draw new students but does not mean that seniors should not be encouraged to enroll in regular day and evening classes.

The following ideas have been discussed in the section as avenues for the college to explore as it seeks to have its continuing education program meet the needs of the aging more fully.

A. Suggestions on procedures and techniques.

1. Special emphasis be placed on getting information regarding classes to "seniors." This may entail placing the information in places frequented by seniors and special efforts to build mailing lists of seniors for courses in which they would be interested.

2. Policies on closing class enrollments may need to be examined as they affect "seniors."

3. Registration policies for classes in outreach may need to be examined to see whether greater flexibility would increase enrollment.

4. The Task Force felt that different length courses extending over periods of two or three weeks, six or eight weeks, or even a weekend as well as the regular sixteen weeks are good variants that might prove attractive to seniors.

5. Having more adult classes in the day hours versus the evening hours was favored by the Task Force.

6. The Task Force feels that both credit and no credit courses and with or without grades should be available to "seniors" and that generally they will be more interested in the no credit or no-grade courses.

7. Outreach has already extended the college campus. It is suggested that retirement homes, rest homes, mobile home parks, and even convalescent centers, as well as the regular senior centers, be investigated as possible campuses. There are several senior center buildings in the college district. It was also suggested that some elementary school buildings which fall into disuse might become available as centers.

B. Idea of a separate learning center for "seniors."

The committee examined several concepts in this field and, while there is a strong feeling that it is good to have "seniors" enroll in some classes with younger students, there is an equally strong feeling that some tailoring of offerings to senior interests might get many more of the group started in classes. With this in mind, they also suggest these possibilities:

1. An Emeritus College.

   This idea has been tried in several California community colleges as Marin College at Kentfield and Santa Monica College in the Los Angeles area. Under this idea, there is a separate unit, generally attached to the regular adult program and it functions as an administrative unit, having a catalogue of classes, an administrator in charge, a class schedule, classes organized primarily for "seniors" but open to others, etc.

2. A Center for Learning in Retirement.

   An example of this idea is a center affiliated with the University of California Extension Service in San Francisco. It is organized with a senior emphasis and has classes primarily organized for this purpose.

C. General Suggestions.

1. Television could be utilized to put courses on open circuit for "seniors" who may be isolated or have transportation problems.

2. There is good material on video tapes and cassettes that could be placed in senior centers or libraries for "seniors." These might be combined with TV to actually give classes to seniors. The "Galloping Gardner Series" is a good example of available material.

3. The Task Force suggests more "do it yourself" courses tailored for the aging. This would be in fields of auto mechanics, plumbing, welding, electronics, cement work, brick laying, carpentry, electricity, metal work, gardening, etc. These need not be, probably should not be, traditional length courses.

4. Physical education and conditioning could be a field where continuing education might develop some courses to promote better health for seniors. Once again, there should be flexibility in the content and structure of the courses (See Section IV on Health and Nutrition).

5. Special opportunities for seniors in music, art, crafts, etc. may be good offerings for seniors.

6. The college might develop some travel geography and new language courses for seniors who are able to travel.

7. The Task Force noted that it would be easy to have only a silk stocking approach to the continuing education needs of seniors. Having training courses that depart from the traditionally academic should be a "prime" consideration.

8. There may be a need for a course or emphasis in "senior" training for persons to enter a second or third career. They may need help along this line just as younger people first starting work.

SECTION IV. Health and Nutrition

The Health and Nutrition Subcommittee of the Shasta College Task Force on Aging is emphatic in its belief that the college can and should be a major force in the health and nutrition aspects of the aging person. Its primary responsibility should be in the education of the aging through various on-campus/off-campus programs and also in its coordinating and catalytic agent function with other governmental or community functions involved in the same age group.

The subcommittee felt that while there was much that could be done on campus, the primary delivery technique should be off campus--in other words--"taking it where the action is."

In an outline form, the subcommittee recommendations can be condensed as follows:

The health and nutritional needs of the Senior adult seem to be more encompassing than just fulfilling the body's nutritional needs. The committee specified these areas as needing consideration when trying to improve the health and nutritional status of Senior adults:

Mental Health
Physical Activity - Physical Fitness
Education about Physical Functions of the Body
Health and Nutrition Education
Food and Dietary Habits
Perishability of Food, Proper Food Handling, Sanitation and Safety
Nutritional Needs
Financial Capabilities (Limited Income)
Mobile and Nonmobile Individual Needs
Adjust to Being Handicapped

Two possible programs of implementation to meet these needs are feasible, with the major emphasis being placed on outreach programs in Shasta, Tehama and Trinity Counties.

I. Off Campus - Outreach

A. Deliver Information Through

1. Video tapes of nutrition programs that can be shown in all meeting sites of Seniors.
2. Television shows on health and nutrition needs of Seniors.
3. Tapes of nutrition and health - copies that can be played over the telephone to answer questions of callers.
4. Informal community club discussions.
5. One-on-one relationships with Seniors.

B. Meeting Areas

1. Community clubs
2. Senior clubs
3. Evening classes

II. On Campus

A. Gerontology class on campus taught through the Home Economics Department.
B. Interdisciplinary approach with psychology, history, economics and home economics.
C. Class study of adult development and aging (case studies of mature adults).
D. Personal contact with adults for nutrition and health education.
E. Improve intergenerational involvement and understanding.
F. Practical teaching on time, energy, economical and nutritional meal preparation.

To flesh out the Health and Nutrition outline, the Workshop participants at the March 7 Seminar agreed on the following attitudes and opinions and raised these questions:

How well will the aging people accept the college's role and its participation in the education of older persons in health and nutrition. Will there be an empathy or "meeting of the minds" between the senior and the college personnel--whether on or off campus?

Can the college have on-campus physical education classes geared to the senior and can the college have a room or facility on campus where the senior person can "feel at home," thereby making the college a more important part of their lives?

What can the college do, on or off campus, to help the handicapped to become adjusted to their handicap?

The college should educate people in general to ask the college to develop programs and deliveries for meeting these special needs for people who can't come to the campus.

"Teach people how to live within their dietary restrictions without changing their eating habits drastically--take dietary education out to the people."

"Use churches as gathering places."

In its relationship with seniors, the college should be careful to protect their "dignity." It should not show any paternalism.

"Put out feelers to get the 'vibes' of the older person so that the educational communication is amenable to them."

"Communication and understanding are the two biggest factors."

"Long, structured classes could be a deterrent to greater involvement. Make the class appealing to seniors. The college needs to sell itself to seniors to motivate their participation."

Use surveys for feedback on success or failures of effort.

Use all existing governmental and volunteer organizations interested in seniors as vehicles for the college's educational involvement in the health and nutrition of older persons.

Use qualified seniors themselves in the educational process.

The college should educate the senior to "develop the wholeness of the person" and to "learn to live and adjust to a continually changing society."

"The college should help educate all people not to treat the senior as a second class citizen which creates a withdrawal process. The senior must stay out in society for his own health and also to keep his talents from being wasted."

"There is a terrible loneliness in aging. The college could help in getting through to such people."

There is some stigma to the phrase "Senior Citizen." It connotes a second class status.

The skilled artisan tradesman, laborer needs to have his skills used and appreciated for his own self-respect and well-being as much as the community needs those skills itself.

Not only is there a transition period from employment to retirement at a mandatory age, but there is also a transition period from being "the active senior citizen to the inactive senior citizen."

The college could help train people of all ages on how to react to aging people in their own family relationships.

"Seniors seem confused with the medical requirements of going to several different doctors or medical facilities with a multitude of paperwork. Can the college assist in simplifying this process?"

Seniors should be a part of the college's citizen advisory committee on aging.

Appendix A

September 25, 1974

Memorandum

TO: Board of Trustees
Shasta-Tehama-Trinity Joint Community College District

VIA: Dale A. Miller, District Superintendent-President

SUBJECT: Citizen Task Force to Develop Comprehensive and Continuing Program of Preparation for Retirement and Effective Coordination of Retirement Manpower and Talents with Community Needs within the College District
(Short Title: Research on Retirement - ROR)

On May 3, 1973, the President signed into law the Older Americans Comprehensive Services Amendments of 1973 to the Older Americans Act as amended in 1969. Title III of the 1973 amendments has as its objective the development of a comprehensive and coordinated system for the delivery of services to older persons at the state and sub-state levels. The Act provides for federal funding of such studies and programs through a State Agency on Aging or through subordinate regional groups entitled "Area Agencies on Aging". One of the basic goals of the Federal authority in granting funds through State or regional conduits is to

> . . . expand or improve social services or otherwise promote the well-being of older persons. Special consideration is given to projects which . . . provide continuing education to the elderly and provide pre-retirement education information and related services to the elderly . . .

Shasta Community College District comprises three counties, 10,000 square miles, and 125,000 population. Its Board of Trustees and its administration are fully committed to the goal of effectively meeting the education needs of its district's population. It is estimated that by 1980 over one fifth of the U. S. population will be 65 or older and out of the traditional work force. This subject was also a significant topic in the Shasta Collegy Outreach Needs Survey conducted last spring by George Greenleaf. Hence, it is none too soon for Shasta College to undertake a comprehensive program to meet the needs of this rapidly increasing segment of society. The long range goals of such a program at the college should include, but not necessarily be limited to:

1. Preretirement training and counseling to prepare for:

   a. The substantial financial and economic adjustments of retirement.
   b. The individual and family psychological adjustments proven necessary in retirement.
   c. The preparation for effective use of leisure time.

2. Study and preparation of "talent banks" to be a clearing house of needed talents, their potential supply in the retirement inventory, and their effective use for society's benefit.

3. Implement a program of continuing education for older persons.

4. Develop opportunities for studying nutritional aspects and adjustments related to aging and to consider those factors relating to adequate health care for the aging.

All of the above goals are totally consistent with the basic legal objectives of Shasta Community College and are likewise in total compliance with the objectives of the national programs under the Older Americans Act Amendments of 1973.

At this writing, the California Commission on Aging is setting up, under the requirements of the Federal Aging Act, a Designated Service Area II (D.S.A.) comprised of Siskiyou, Modoc, Trinity, Shasta, Lassen, and Tehama Counties. When operational, this DSA II will be the conduit for federal assistance in any aging project conducted by Shasta College whose total boundaries are within the Area II. Personnel contacts with the California Commission and the Area II representatives are in progress, and Shasta College's concern for its responsibilities in this population segment is of apparent interest to the California Commission.

In the initial development of this project at Shasta College, your Superintendent-President has appointed the undersigned, Gilbert A. Collyer and George A. Greenleaf, presently on a volunteer basis, as co-chairmen to develop, seek approval of, and ultimately set up a Citizen's Task Force Committee whose assignment will be to:

1. Study in depth the total college goals in this subject as outlined above.

2. Prepare a comprehensive continuing program to achieve those goals.

3. Apply for federal funding where appropriate through the establishing channels enumerated previously.

4. Report to this Board of Trustees on a periodic basis with a final report within one year.

In order to form the Citizens Task Force Committee, we recommend that it be large enough, say twenty-five persons, to be adequately representative of the total college district, both geographically and by population, attitudes, interests and occupations. The committee should be organized and in operation by the end of 1974 if a viable report to you is to be made within the next twelve months. In forming the committee, we recommend that a letter seeking names of qualified candidates be sent to:

1. All the interviewees of last spring's Outreach Needs Survey (68) all of whom volunteered interest in assisting Shasta College. These represented the six major categories of industry, commerce, agriculture, professions, government and special interest groups.

2. The Boards of Supervisors of Shasta, Tehama, and Trinity Counties.

3. The superintendent of each high school and unified school district and the county superintendent of each county above.

See Appendix A to this memorandum for draft copy of such letter.

Considerable research, time and some personal expenditures have already been made by one of the undersigned in Washington, D. C., and Sacramento to bring the subject matter to the point of this memorandum. It seems obvious that some professional competence is needed to work with the Task Force Committee in carrying out its assignment and implementing its recommendation. Hence, an appropriate compensation should be arranged and budgeted. It is suggested that the undersigned work with the District Superintendent-President to develop a working plan of operation which would include responsibilities, scope of activity and compensation for personnel involved and that a recommendation be submitted to the Board at a subsequent meeting.

The challenge of this assignment is exciting, and we look forward to serving Shasta College.

Gilbert A. Collyer
District Superintendent-President Emeritus
Shasta College

George A. Greenleaf
Retired Banker and Consultant/Instructor
Shasta College

(Co-Chairmen of proposed Citizens
Task Force Committee on Aging)

September 25, 1974

I approve and forward this memorandum to the Board of Trustees for implementation.

Dale A. Miller
District Superintendent-President
Shasta College

SUBMISSION FORM

CONFIDENTIAL DATE:_____

Candidates for Citizens Task Force Committee on Aging at Shasta College:

	Name	Occupation	Address	Phone
1.	_____	_____	_____	_____

Reason why you think this individual is appropriate for this committee:

_____

_____

_____

_____

	Name	Occupation	Address	Phone
2.	_____	_____	_____	_____

Reason why you think this individual is appropriate for this committee:

_____

_____

_____

_____

Submitted by: _____

Organization: _____

Address: _____

_____

_____

Phone: _____

(Form sent to addressees noted in the Appendix A Board memorandum of September 25, 1974 - See page 28 of this report)

Appendix B

SHASTA COLLEGE TASK FORCE ON AGING

ROSTER

Rev. John V. Albright, Sr.
Pastor

M. L. Bohn
Labor and Business Manager
(Semi-retired)

Joseph C. Borden
Site Supervisor of Gold Age
Nutrition Center
Trinity County Farm Advisor
(retired)

Alfred A. Burling
Self-employed farmer (olives)

Felix Dashen
Chief, Shasta Field Division
Bureau of Reclamation
(retired)

Edward J. Hanly
Personnel Administrator

Beecher H. Harris
Education (retired)

John Hathaway
Teacher

Clair A. Hill
Consulting Engineer

A. W. "Joe" Hislop
Highway Engineering (retired)

Dorothy Hopkins
Housewife

Lucy Hunt
County Superintendent of
Schools Office (retired)

David A. Kehoe
Director of Manpower--U. S.
Forest Service, Shasta-
Trinity National Forest

Gene J. Kennedy
Vocational Counselor (retired)

Leslie E. Lahr
Patrol Inspector, California
Department of Fish and Game
(retired)

Esther M. Lawson
Secretary

Sydney Lindauer
Rancher; newspaper columnist

Vivian Martin
Homemaker

Rev. Edward L. McCall
Clergyman

W. M. Metteer
School Superintendent (retired)

Jean Reinhard
Teacher (retired)

Matt J. Rumboltz
Forest Manager (Round Mountain)
Educator (retired)

Dick Strandlund
California Employment Development

Grant Thompson
Fund Development, Mercy Hospital
(part time)
Area Manager, Peterson Tractor Co.
(retired)

Albert A. Vaughn
U. S. Navy

SHASTA COLLEGE TASK FORCE ON AGING

Group Representatives

Dr. Warren H. Bailey
Shasta College Biology,
Zoology Instructor

Walter L. Brooks
Vice President for Student
Affairs, Shasta College

Kate Bates
A.S.S.C. Vice President

Mack B. Cunningham
Project Director, Senior
Information Services

Kenneth F. White
Part time: Instructor, Shasta
College Evening Division;
Lecturer, California State
University, Chico
Retired Public School Principal

Dr. Gilbert A. Collyer
District Superintendent-
President Emeritus,
Shasta College

George Greenleaf
Instructor, Shasta College
Retired branch bank manager

Dr. Dale A. Miller
District Superintendent-
President, Shasta College

Appendix C

ATTENDANCE AT SEMINAR-WORKSHOP

March 7, 1975

Number after name indicates Sub-Committee Assignment.
(1) Pre-retirement
(2) Talent Bank
(3) Continuing Education
(4) Health and Nutrition

Resource Persons

Gilbert A. Collyer, Co-Chairman
George A. Greenleaf, Co-Chairman
Dale A. Miller, District Superintendent/President
Kenneth White (1)
Walt Brooks (2)
Mack Cunningham (2)
Parker Pollock (3)
Kate Bates (4)
Donna Davis (4)

Task Force Members

John Hathaway (1)
Joe Hislop (1)
Esther Lawson (1)
W. M. Metzger (1)
Al Burling (2)
Felix Dashen (2)
Beecher Harris (2)
David Kehoe (2)
Matt Rumboltz (2)
Dick Strandlund (2)
Joe Borden (3)
Sydney Lindauer (3)
Edward McCall (3)
Jean Reinhard (3)
Grant Thompson (3)
John Albright (4)
M. L. Bohn (4)
Edward Hanly (4)
Lucy Hunt (4)

Invitees

Mr. Monte Adams (1)
American Steel and Supply Co.
2305 Radio Lane
Redding, California 96001

Mr. Nels Angele (1)
Golden Age Recreation Center
1600 Lincoln Street
Red Bluff, California 96080

Ms. Betty Avery (3)
or Mrs. Grace Gilman
Shasta County Library
1855 Shasta Street
Redding, California 96001

Mr. Dave Baker (1)
Caltrans
P. O. Box 2107
Redding, California 96001

Mr. Virgil Covington (1)
Economic Development Corp.
1345 Liberty
Redding, California 96001

Mr. Ron Crenshaw
Shasta-Trinity National Forest Service
1615 Continental
Redding, California 96001

Mr. Lee Davis (3)
KQMS Radio Station
3360 Alta Mesa
Redding, California 96001

Mr. Dan Dutton (1)
Louisiana-Pacific Co.
P. O. Box 629
Red Bluff, California 96001

Ms. Esther Espich (1)
Caltrans
P. O. Box 2107
Redding, California 96001

Mr. Lou Gerard, Jr. (2)
Gerard Motor Company
California & Shasta Streets
Redding, California 96001

Mr. Dan Ghidinelli (1)
Nystrom & Company
P. O. Box 700
Redding, California 96001

Mr. Robert Gibbs (3)
City of Red Bluff
City Hall
Red Bluff, California 96080

Mr. Joseph Gonzalez (4)
Mrs. Elvira Gonzalez (2)
Legislative Council for Older
Americans, Shasta County Branch
P. O. Box 75
Igo, California 96047

Mr. Robert Gravette (2)
Trinity County Schools
Weaverville, California 96093

Mr. Richard Green (3)
KRCR Television Station
2770 Pioneer Drive
Redding, California 96001

Mrs. Sue Greenleaf (3)
1047 Liberty Street, Apt. B
Redding, California 96001

Mr. Richard Haake (3)
Shasta Union High School District
725 W. Cypress Avenue
Redding, California 96001

Mrs. Marion Hemsted (1)
Don Hemsted's Van & Storage
Box 761
Redding, California 96001

Mr. Wally Hughes (2)
Ladd Construction Co., Inc.
1304 East Street
Redding, California 96001

Mr. Archer Kirkpatrick (4)
Mrs. Thelma Kirkpatrick (4)
California Commission on Aging
Box 396
Corning, California 96021

Mr. Richard Kisbey (1)
PG & E
P. O. Box 1827
Redding, California 96001

Mr. Eugene Knaebel (2)
Caltrans
P. O. Box 2107
Redding, California 96001

Rev. James Knox (4)
Corning Ministerial Assoc.
618 Houghton Avenue
Corning, California 96021

Ms. Nancy Lattin (1)
Simpson Lee Paper Co.
P. O. Box 637
Anderson, California 96007

Mr. Frank D. Lord (3)
National Association of Retired
Federal Employees
6471 Paso Drive
Redding, California 96001

Ms. Harriet Lyon (4)
University of California,
Agricultural Extension Service
Box 370
Red Bluff, California 96080

Mr. Robert Miller (4)
Five County Central Labor Council
880 Commerce Street
Redding, California 96001

Mr. Hank Mims (1)
Kimberly-Clark Corp.
P. O. Box 697
Anderson, California 96007

Mr. William Minton (1)
Shasta County Courthouse
Redding, California 96001

Ms. Mildred Montgomery (1)
County Recorder, Soroptimist
Box 597
Redding, California

Mr. Renny Noll (2)
Director, Manpower Programs
2460 Hospital Lane
Redding, California 96001

Mr. William O'Brien (1)
Pacific Telephone Company
P. O. Box 1937
Redding, California 96001

Ms. Rosalie Patterson (4)
Tehama County Senior Citizens
P. O. Box 924
Red Bluff, California 96080

Mr. James Pinkerton (1)
Citizens Utilities Co.
P. O. Box 2218
Redding, California 96001

Ms. Charlotte Potanovir (3)
Los Molinos Center
Los Molinos, California 96055

Mrs. Ruth Prawl (3)
California Retired Teachers
Association, Local Chapter
3001 Rancho Road
Redding, California 96001

Ms. Kathleen Rainey (2)
People of Progress, Inc.
2115 Eureka Way
Redding, California 96001

Ms. Louise Rall (2)
Golden Umbrella
1134 Pine Street
Redding, California 96001

Mr. Dave Renfree (1)
Wells Fargo Bank
Box 114
Red Bluff, California 96080

Mr. Cliff Sanborn (3)
Shasta County Superintendent's
Office, 2460 Hospital Lane
Redding, California 96001

Mr. James Schiefer (1)
California State Employees
Association #13
P. O. Box 2107
Redding, California 96001

Ms. Dorothy Schwaller (2)
Corning Senior Center
P. O. Box 924
Red Bluff, California 96080

Mr. W. E. Simpson (3)
Private Counseling
P. O. Box 1709
Redding, California 96001

Mr. Vern Speer (2)
Redding Chamber of Commerce
1345 Liberty
Redding, California 96001

Ms. Marjorie Smith (4)
Red Bluff High School
Home Economics Department
1525 Douglas Street
Red Bluff, California 96080

Ms. Phyllis Stephens (4)
Senior Citizens Nutrition Program
P. O. Box 1002
Red Bluff, California 96080

Mr. Kenneth Thomason (1)
Public Employees Retirement
System
P. O. Box 1953
Sacramento, California 95809

Mrs. Frances B. Thompson (2)
Retired Senior Volunteer Program
P. O. Box 1002
Red Bluff, California 96080

Mr. Paul Waller (2)
Silver Strand Association
P. O. Box 3567
Redding, California 96001

Mr. William Wankowski (2)
Travelodge
1055 Market Street
Redding, California 96001

Mr. Henry Woodrum (4)
Shasta-Trinity Medical Society
Shasta County Courthouse
Redding, California 96001

Appendix D

SEMINAR-WORKSHOP ON HOW SHASTA COLLEGE CAN SERVE ITS AGING POPULATION MORE FULLY

AGING STUDY QUESTIONNAIRE

Scoring Code

1 - Strongly Agree
2 - Agree
3 - Disagree
4 - Strongly Disagree
5 - Uncertain or Unknowledgeable

(Number of Responses in Parenthesis)

1 (55) 2 (13) 3 4 5 (1)	1. *Training courses dealing with retirement should be available to persons prior to retirement.*
1 (4) 2 (24) 3 (24) 4 (4) 5 (14)	2. *Retirement counseling services can be given best at the job location of the employed individual.*
1 (9) 2 (19) 3 (33) 4 (4) 5 (3)	3. *Preretirement training should begin for all workers by the age of 30.*
1 (5) 2 (20) 3 (32) 4 (7) 5 (3)	4. *Educational opportunities for "seniors" should be mainly the same courses offered for everyone.*
1 (4) 2 (31) 3 (23) 4 (3) 5 (4)	5. *"Seniors" are better off to be enrolled in classes where persons of younger ages are enrolled.*
1 (42) 2 (26) 3 4 (1) 5 (1)	6. *Special classes to meet special needs should be offered for seniors.*
1 (34) 2 (29) 3 (4) 4 5 (1)	7. *"Seniors" should be represented on most appointive public bodies or agencies.*
1 (35) 2 (26) 3 (5) 4 5 (3)	8. *College classes at special locations away from the college would enroll many more "seniors."*
1 (46) 2 (23) 3 4 5	9. *Aging persons can make contributions to community agencies and/or problem solutions.*
1 (53) 2 (16) 3 4 5	10. *The aging population needs opportunities to participate in viable and meaningful activities.*
1 (32) 2 (34) 3 4 5 (3)	11. *Special opportunities should be provided to improve "senior" awareness of community problems and issues.*
1 (29) 2 (38) 3 (1) 4 5 (1)	12. *Retired persons should have the opportunity to prepare for second careers.*
1 (51) 2 (18) 3 4 5	13. *Many seniors have skills that could be utilized by the community.*

1 2 3 4 5 (52) (19)	14.	A talent bank of skills and expertise possessed by retired persons could be valuable to the community.
1 2 3 4 5 (18) (44) (2) (6)	15.	Preretirement training courses for persons in small firms or businesses could be conducted best by an evening school or college.
1 2 3 4 5 (11) (39) (7) (1) (12)	16.	Daytime hour classes would be attended by many "seniors."
1 2 3 4 5 (20) (34) (4) (11)	17.	The people of Shasta, Tehama and Trinity counties look to Shasta College as the major resource agency to present solutions for adult education needs.
1 2 3 4 5 (44) (26)	18.	There should be opportunities for all persons to receive assistance in planning for their retirement years.
1 2 3 4 5 (32) (34) (1) (3)	19.	Many "seniors" would volunteer skills or expertise if contacted concerning meaningful needs of community groups or low-income "seniors."
1 2 3 4 5 (35) (31) (3) (3)	20.	Senior information services are very valuable to the "seniors."
1 2 3 4 5 (27) (41) (1)	21.	The college should investigate ways to provide information to seniors.
1 2 3 4 5 (32) (34) (4)	22.	A special "senior" advisory committee should be set up to help the college provide educational services for the aging.
1 2 3 4 5 (24) (33) (5) (6)	23.	The college should develop coordination for the various groups and services for the aging.
1 2 3 4 5 (22) (30) (7) (1) (10)	24.	Retired people wish to be in the mainstream of community life.
1 2 3 4 5 (25) (43) (2)	25.	Some meaningful activities are welcomed by a majority of retired people.
1 2 3 4 5 (29) (34) (2) (4)	26.	Sound nutritional guidance is needed by a large number of the aging population.
1 2 3 4 5 (22) (42) (2) (3)	27.	Some short unit (4-8 weeks) courses would be appropriate for many of the retired or aging persons.
1 2 3 4 5 (35) (34) (1)	28.	"Seniors" vary in educational service needs.
1 2 3 4 5 (25) (38) (2) (5)	29.	Courses to train preretirement counseling technicians should be explored by the college.
1 2 3 4 5 (31) (38) (1)	30.	Retired craftsmen who could perform home repair jobs on barter, donation, exchange or nominal compensation basis could be a part of talent bank.

1	2	3	4	5	
(3)	(18)	(29)	(5)	(15)	31. *"Seniors" prefer to belong to groups composed largely of "seniors."*
(26)	(22)	(13)	(2)	(7)	32. *No college fees should be charged persons 65 years of age or older.*
(23)	(39)	(2)		(5)	33. *Aging persons need more opportunities to participate in mainstream community activities.*
(22)	(34)	(3)		(11)	34. *More health education for the aging would reduce their health problems significantly.*
	(12)	(33)	(9)	(15)	35. *"Seniors" with skills or talents would not formally register in large numbers for a talent bank.*

OPEN END QUESTIONS

1. *What is the single most unmet need as it relates to "seniors" you know?*

_____

_____

_____

2. *Describe one or two things done in your community in the last one or two years that have improved overall conditions for "seniors."*

_____

_____

_____

3. *Do you belong to a "senior" organization? Yes_____ No_____*

If no, would you consider joining a "senior" organization? Yes_____ No_____

Comment: _____

_____

_____

4. *List the major concerns of the aging as you see them.*

a. _____

b. _____

c. _____

d. _____

e. _____

5. *In your opinion what is the single most significant subject discussed at this Workshop.*

_____

_____

Comment: _____

_____

Appendix E

SHASTA COLLEGE SPRING SEMESTER 1975
ENROLLMENT ANALYSIS -- 50 YEARS OF AGE AND UP

Category	Male				Female			
	50-55	56-60	61-65	66-up	50-55	56-60	61-65	66-up
	← 836 →							
	← 312 →				← 524 →			
Total enrollment	157	84	50	21	277	238	67	52
Married	← 273 →				← 410 →			
Enrollment Goals:								
Pre-Employment	← 21 →			-0-	← 19 →			-0-
Preparation for Transfer	← 5 →			-0-	← 5 →			-0-
Inservice Training	← 56 →			2	← 41 →			2
High School Diploma	← 2 →			-0-	← 8 →			-0-
General Education	← 199 →			20	← 136 →			52
Day Classes	← 14 →			-0-	← 28 →			4
Evening Classes	← 264 →			21	← 411 →			49
Both classes	← 12 →			-0-	← 22 →			1

(30 college centers represented in above statistics)

Total College Enrollment Spring Semester 1975	← 10,479 →	
	← 5,080 →	← 5,399 →

Percentage of Total Enrollment

50-65	Male - 5.7%	Female - 8.7%
66 & up	Male - .4%	Female - .9%

Combined

Male/Female 50-65	7.2%
Male/Female 66 & up	.7%
Male/Female 50 & up	8.0%

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 13 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES